

# 2022 Annual Report to the School Community

School Name: Barwon Valley School (5368)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 April 2023 at 03:16 PM by Anne Hume (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2023 at 03:22 PM by Don Shields (School Council President)

## How to read the Annual Report

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### What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

#### **School Profile**

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

#### **Learning**

- English and Mathematics for Teacher Judgements against the curriculum

#### **Engagement**

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

Located in Belmont, Geelong, Barwon Valley School (BVS) is a state Special Developmental School (SDS) with an eligibility criteria IQ below 50. Some students have additional disabilities such as physical and sensory impairments, while others have a diagnosis of Autism. The school caters to 194 students aged 5 to 18, most of whom access Department of Education and Training (DET) travel assistance.

BVS has a diverse staffing profile with 74.32 FTE, including teachers, education support staff, physiotherapists, occupational therapists, speech pathologists, a nurse, an IT technician, wellbeing supports and a maintenance manager. The school's organisational structure includes a Junior Learning Community with 11 class groups and a Senior Learning Community with 13 class groups, each with a minimum of one teacher and one Education Support Staff (ES).

Specialist rooms at the school include 2 regulation rooms, a fitness gym, and an Aquatic Learning Centre (ALC), which provides hydrotherapy or swimming lessons to students. Unfortunately, the ALC is currently non-operational while the school waits for funding for repairs.

All students at BVS are taught the Victorian Curriculum, 8 learning areas, and 4 capabilities appropriate to their development level. Teachers explicitly teach 3 English and 2-3 math lessons weekly, and other curriculum areas taught include science, arts, humanities, Health and PE, assessed in line with DOE reporting guidelines.

Students at BVS have an Individual Education Plan that focuses on Speaking & Listening/Communication and the Personal and Social Capability. The school offers the Barwon Valley Achievement Certificate (BVAC) program for students in their last 2 years of school, which includes internal and external work experience, attaining levels within the BVS Active Citizen Awards, and completing modules of the South Pacific Education Course (SPEC).

BVS prioritizes the involvement of families in its school community, including membership of the school council, celebration days, SSGs, transition supports, and regular communication channels such as daily diaries, Seesaw, and social media. The school is actively involved in a number of area, regional, and statewide networks, including being a professional Learning Community (PLC) link school. All of these opportunities help the school both learn from and provide expertise to the broader education community.

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### Progress towards strategic goals, student outcomes and student engagement

#### Learning

The school has made significant efforts to improve student learning outcomes in numeracy and literacy. The curriculum team including our numeracy Leader has investigated and trialled different programs, engaged in professional learning with other schools, and audited maths resources. They have also collected and collated PLC data to identify gaps in student learning and used this data to inform PLC inquiry cycles, which has strengthened staff capacity to consistently use data to plan targeted teaching strategies. The Learning Specialist-coaching model has been implemented to support teachers in delivering the BVS Literacy Framework, and identified students requiring intervention are being supported by a tutor proficient in AAC.

There was an increase in the percentage of students demonstrating relative learning growth in English in 2021 (95% compared to 76% in the previous year), the school has made progress in improving positive percentage responses on the Attitude to School Survey (AtSS) for stimulated learning, with a slight decrease from 90% in 2021 to 82% in 2022.

To further enhance student voice and agency, the school worked collaboratively with Ceres PS and Queenscliff PS to develop and implement professional learning focused on the Quaglia Voice and Aspirations Framework. The Guided Inquiry Based Learning Professional Learning Community has conducted research into what inquiry-based learning looks like for their students and developed a sample guided inquiry unit for implementation. The school has two middle leaders within the school who drive this improvement focus.

Overall, the school has demonstrated a commitment to improving student outcomes through collaborative and evidence based approaches, and is continuously seeking to enhance student voice and agency.

#### Wellbeing

In 2022, our first year back fulltime at school since the interruptions caused by COVID, we focused on student wellbeing. We worked on updating all our policies to ensure they met the requirements of the child safe standards. To further support this work

we developed 'child speak' posters with visuals. It is documented that the use of visuals is a strategy that helps our students better understand, connect and engage with their rights and what is expected of them. We saw this work as a priority to ensure our students understood the child safe standards.

We employed a new mental health practitioner who supports and works with our senior students. One of their key roles was to support our graduate students as they prepare for post school. Through research it has been identified that students in their last year of school are highly anxious about their next stage in life. They meet weekly and were provided with tools including having an opportunity to talk through their feelings and undertake activities such as making cards for past teachers.

Through the mental health toolkit we funded the purchase of a wellbeing dog, Bali. Selected wellbeing staff undertook training through Dogs Connect. Dogs Connect helps introduce wellbeing dogs into school settings. They worked with our community to develop programs to integrate Bali in a sustainable way. There is increasing scientific evidence that demonstrates dogs can reduce stress and anxiety and decrease someone's heart rate. At BVS Bali's role is to help with emotional regulation, social connection and communication.

Some of our wellbeing team members undertook training in talking mats. Talking mats are used to improve options for students who have communication difficulties by increasing their capacity to communicate effectively about things that matter to them. The mats are designed so that the communicator can express their views and organise their thoughts.

We continue to organise and celebrate special days including epilepsy, RUOK and autism awareness days.

## Engagement

The 'You Can Do It' bully prevention program was trialed and implemented by PLC groups 2, 3, and 4 in term 2, and by PLC group 1 in term 3. A professional discussion within the School Improvement Team will determine whether the program will continue in 2023. A staff survey in term 2 found that 71.9% of teachers believe the program should continue, while 28.6% do not. However, some teachers felt that the program did not adequately address bullying for the cohort of students. All teachers planned with their PLC and created additional resources to those provided within the program. Additionally, teachers adapted and modified the program to cater to the student's learning needs.

The SWT and SET provided ongoing professional learning on the Berry Street Education Model (BSEM) with a focus on the stamina and engagement domains. They also provided examples of how to implement BSEM, including the 'Drumming to Recovery' program and TacPac. Direct links were made to BSEM in each professional development with a focus on building stamina and engagement, while embedding the relationship and body domains. To ensure accessibility and inclusivity, a drumming trolley was created for students who learn best within their classroom environment, and TacPac music was uploaded to the BVS portal. The wellbeing team promoted 'Rhythm to Recovery' through workshops and sessions with staff.

The staff opinion survey showed that 'Build Resilience and a resilient supportive environment' increased from 55% in 2021 to 56% in 2022. This may be due to the work the school has done with BSEM and the embedding of SWPBS. The school continues to excel in the embedding of tier 1 universal supports and practices. The TFI results scored BVS at 97% in 2021, and the SWPBS coach reports that the results have been consistent in 2022.

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## Other highlights from the school year

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## Financial performance

In 2022 at BVS we ended the year with a surplus. The cash surplus, for example, included canteen, playground development and Teamworx funds. Other sources of funding we received were through equity funding, student mental health funding, fundraising, donations from several local rotary clubs, interest and trading operations. Funding received through Advance again allowed our students 15 years and older to participate in various community programs including the BVS Active Citizens award, and specialist art and music programs. We continued our Team Industries, - Horticulture, Catering and Canteen. We utilised ES staff members to train some of our senior students in food handling, market gardening, preparation and delivery. They sold their products to staff and wider school community. Our Equity funding was spent on further embedding our BVS Literacy Framework providing additional resources, professional learning opportunities, planning days and coaching. Our fundraising and successful grant applications went

towards the development of our school playgrounds and IT equipment. Our annual contractors are Supagas, Cleanaway, McCaskill mowing, Viatek and Waratah Cleaning services.

**For more detailed information regarding our school please visit our website at**  
**[www.barwonvalleyss.vic.gov.au](http://www.barwonvalleyss.vic.gov.au)**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 168 students were enrolled at this school in 2022, 56 female and 112 male.

4 percent of students had English as an additional language and 7 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

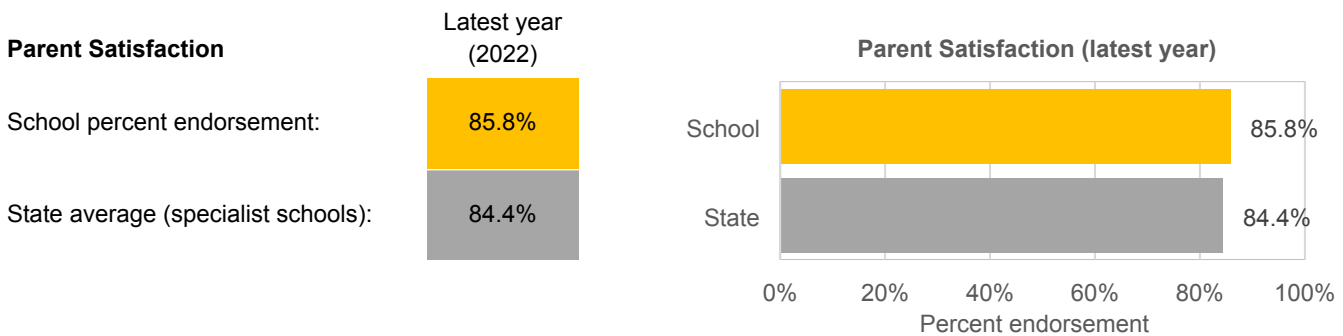
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

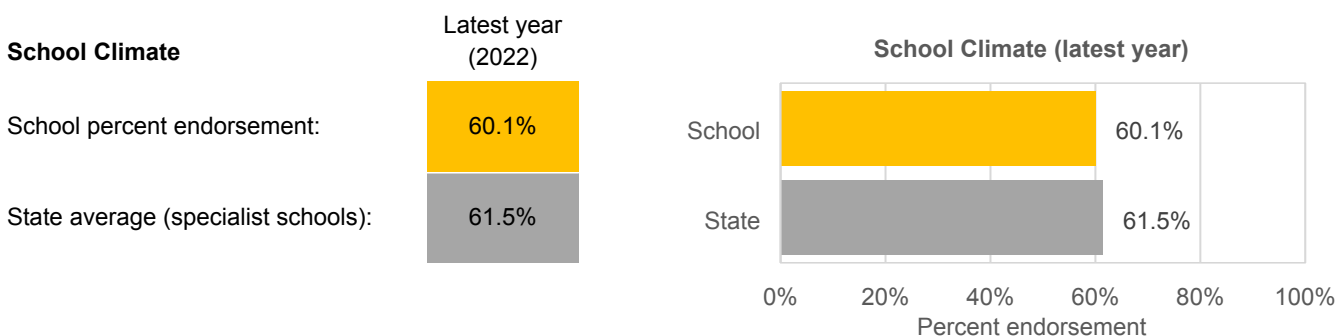


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



**LEARNING**

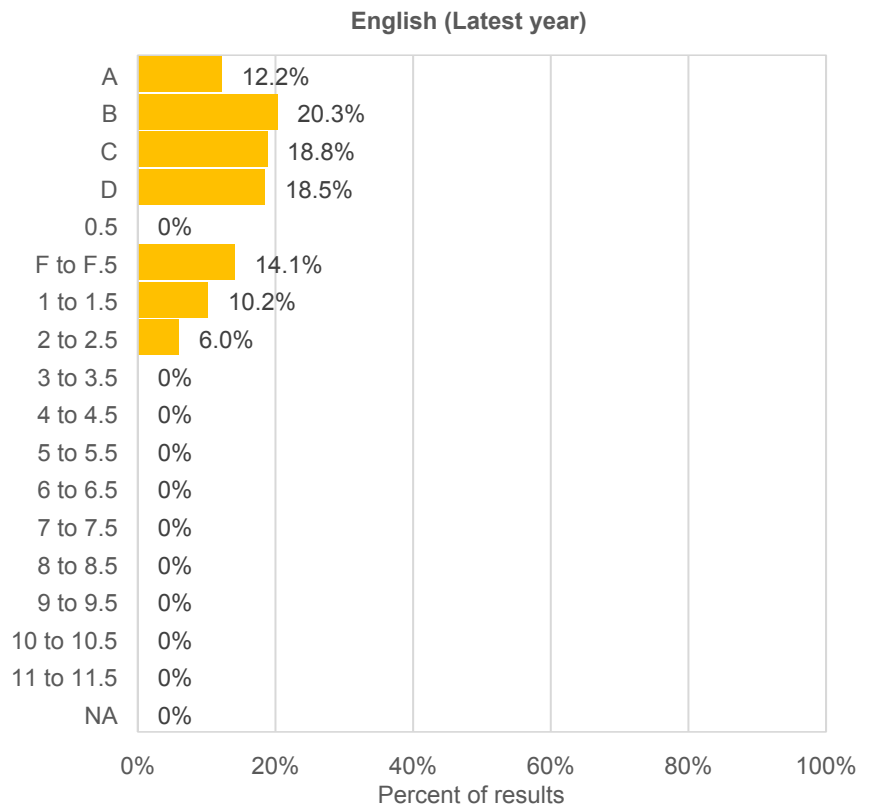
**Teacher Judgement of student achievement**

Percent of results at each achievement level in English and Mathematics.

**English**

Achievement Level	Latest year (2022)
A	12.2%
B	20.3%
C	18.8%
D	18.5%
0.5	NDA
F to F.5	14.1%
1 to 1.5	10.2%
2 to 2.5	6.0%
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA

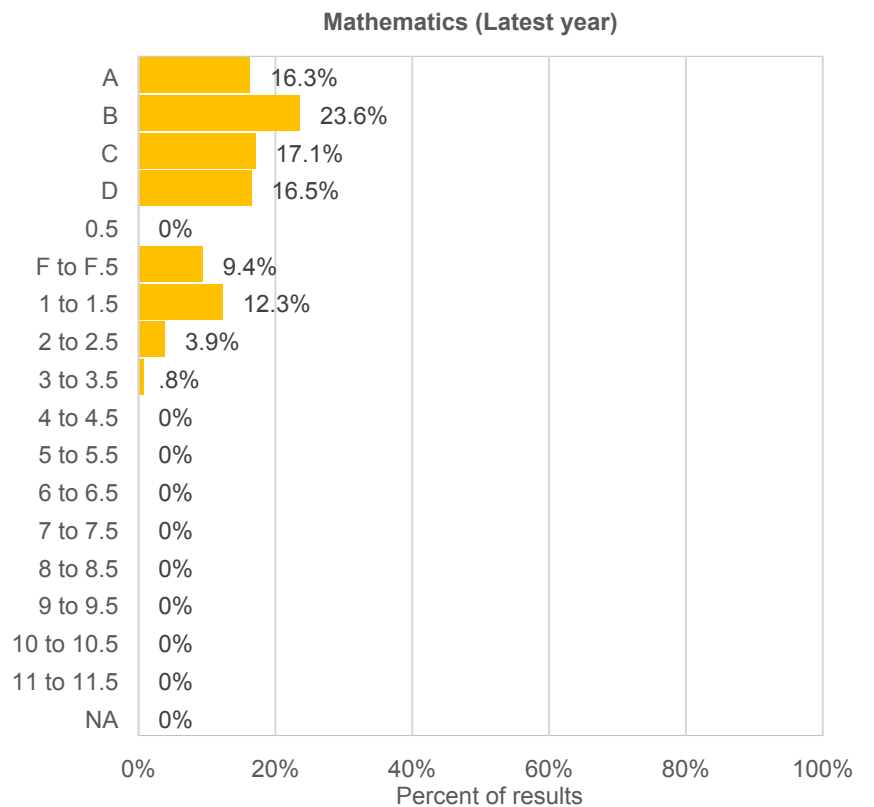
Achievement Level



**Mathematics**

Achievement Level	Latest year (2022)
A	16.3%
B	23.6%
C	17.1%
D	16.5%
0.5	NDA
F to F.5	9.4%
1 to 1.5	12.3%
2 to 2.5	3.9%
3 to 3.5	0.8%
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA

Achievement Level





## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence	2019	2020	2021	2022	4-year average
School average number of absence days:	24.2	28.0	23.3	39.5	28.4

### Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	NDP	NDP	NDP	NDP	100.0%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$8,164,159
Government Provided DET Grants	\$1,391,854
Government Grants Commonwealth	\$56,509
Government Grants State	\$7,920
Revenue Other	\$56,331
Locally Raised Funds	\$72,142
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,748,915</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$69,772
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$69,772</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$7,613,281
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$10,400
Communication Costs	\$7,257
Consumables	\$72,924
Miscellaneous Expense <sup>3</sup>	\$36,109
Professional Development	\$25,552
Equipment/Maintenance/Hire	\$85,464
Property Services	\$372,138
Salaries & Allowances <sup>4</sup>	\$423,517
Support Services	\$375,167
Trading & Fundraising	\$9,812
Motor Vehicle Expenses	\$4,828
Travel & Subsistence	\$0
Utilities	\$56,702
<b>Total Operating Expenditure</b>	<b>\$9,093,149</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$655,766</b>
<b>Asset Acquisitions</b>	<b>\$50,812</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2022**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$567,372
Official Account	\$37,650
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$605,022</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$210,237
Other Recurrent Expenditure	\$32,925
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$243,162</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*